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# Christian Education Magazine

COLLEGE DAY

NUMBER

May 1934

# A Forward Look

The General Conference at Jackson was in many respects the most significant which has been held in half a century. It was composed of earnest, sincere Methodist leaders who in their deliberations made the Kingdom of God of first importance.

Remarkable addresses delivered by Dr. Frank S. Hickman (Duke) and Dr. Lynn Harold Hough (Drew) set forth the conviction that Christian education must undergird the total program of the Church. By it the ministry of Missions, Healing, Evangelism, Church Building, and all other interests of the Kingdom are promoted. The record of the quadrennium has proven the wisdom of the merging of Boards and the co-ordination and correlation of all phases of Christian Education under a unified plan.

We are deeply grateful to the Church, and particularly to the General Conference for the confidence which has been shown in the work of the Board. The home, the Church, the Christian college and the religious press must move together. The future calls for a deeper consecration, a more intelligent understanding of our common task and a rededication to the great cause for which we are responsible. We believe that all difficulties will be overcome, that our people will co-operate in the effort to carry the truth to all men and that Christ will lead his Church to the conquest of the world. In this faith let us go forward!

*W<sup>m</sup>. F. Quillian*



# Christian Education Magazine

BOYD M. McKEOWN, Editor

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## College Day--A Time of Inventory

PARENTS, know your schools" has long been a slogan in the world of public education. It has been loudly sounded in visiting day campaigns, and on other special occasions, for the purpose of bringing the home and the school together on a plane of common understanding in the interest of child betterment. In the degree to which the slogan has been realized it has no doubt been helpful to the institutions concerned, both schools and homes.

A recent publication from the California Department of Education suggests that the time has now come when, in the opinion of certain thoughtful, representative laymen, the campaign cry should be reversed and made to read, "Schools, know your homes." On the eve of COLLEGE DAY it seems apropos to suggest still other paraphrases of the time-honored slogan, such paraphrases for example, as "Churches, know your colleges" and "Colleges, know your Churches."

COLLEGE DAY provides one of the best and most natural opportunities for the dissemination and exchange of such knowledge. It is an occasion when the Local Church may learn more of its college and when the College may, through contacts with the local churches, come to a better understanding of their needs and to a discovery of new services it may render them. COLLEGE DAY is a time of building acquaintanceship, a time of interpreting the college and the church to each other. It is also a time of renewing former acquaintanceships, and of checking up, as it were, on former impressions, and on the results of contributions each institution has made to the other. It is a day of inventory.

Dr. W. F. Tillett, for many years the much loved Dean of Vanderbilt's School of Religion, remarked to a Nashville audience two years ago as he was completing fifty years of service on the Vanderbilt faculty, that he sought to maintain contact with his former pupils through an exchange of Christmas greetings each year. He said it was his custom to mail out at Christmas time nearly fifteen hundred greeting cards to his "boys" in all parts of the world. In further explanation he stated that he felt he had invested some of his life in each of them and that he wanted to check up at least annually on his investments and to see what dividends they were paying,—just as a business man likes to keep up with his investments.

In the light of the financial support and student patronage which have flowed from the local church to the church college and of the stream of leadership which has flowed from the college to the Church, Dr. Tillett's

sense of investment is not unlike that which should permeate each of these institutions in its attitude toward the other. The opportunity for a follow-up, moreover, is brought to both local church and church college by the return of College Day and the further development of its possibilities as a time of inventory will be found informing and stimulating to both Church and College.

B. M. M.

## A Stabilizing Force in the Midst of Change

It is trite to talk of change, even the bewildering change that shouts at us on every side; new inventions, new theories of economics and education, new functions and methods of government, new discoveries of science, growth of rackets and crime waves and reversion to legalized liquor. Some changes are to be desired; others are pernicious. But change with all of its good and all of its bad is unquestionably let loose upon the world.

Small wonder that civilization is well-nigh rendered dizzy by the mad whirl in which it finds itself. Small wonder that there is wide-spread agreement that a powerful stabilizing force is needed. It is easy to appreciate the peculiar opportunity which this need opens to the Christian College. As an educational institution the Christian College is sympathetic to change, always eager to know and teach truth, impartial in its evaluation of new theories. As a Christian institution it is established primarily for the purpose of seasoning educational processes with an emphasis upon the great and unchanging verities of God. Though reinterpreting them in the light of new settings it is designed to magnify the great and abiding principles which alone will provide the stabilization needed in the midst of change.

B. M. M.



# The Larger Meaning of College Day

(Contributed)

DESPITE the urgent need of most of our colleges for more funds with which to carry on their work, revenue is not regarded by any of them as the principal value of COLLEGE DAY. Far from being just another special offering expected of the local church, COLLEGE DAY is designed to strike much deeper than the mere taking of a church collection. It is itself conceived as a part of a program of education and is concerned with the spreading of broad, fundamental information and with the building of attitudes of intelligent loyalty and co-operation. It is significant, therefore, but not surprising, that the recent General Conference retained in the Discipline the provision for the observance of COLLEGE DAY annually in each local congregation but made no mention of an offering in connection with the observance.

COLLEGE DAY, repeating the experience of other special occasions which have come to hold prominent places in the annual calendar of our Church, has not, during the four years since its official authorization, become a fixed event in all of the churches of Southern Methodism. That it is enlisting annually greater interest, however, and that it is being observed in a larger number of churches each year, is clear from the increased number of inquiries concerning it and from the more numerous requests for COLLEGE DAY helps which are coming to the Department of Schools and Colleges. It is striking, moreover, that in every area where the Day or its counterpart has been widely and successfully observed for example, in Missouri, in Kentucky and in the Memphis Conference, the testimony is to the effect that helpful as the financial proceeds had been, there

were other values which transcended the dollars and cents accruing from the observance.

These greater values constitute larger meaning of COLLEGE DAY and may perhaps best be summed up in the statement that COLLEGE DAY promotes in a definite and vital manner mutual understanding, good will and co-operation between the local church and the Church college. Fundamental in the development of these qualities in an intelligent manner is the impetus which COLLEGE DAY may give to a conception of Christian Education in its broad sense. It serves to help those persons connected with each institution to comprehend the significance of the oft-repeated phrase, "the education of the whole man." There is a very readable book under this title, written by a well-known writer. The cogency of the phrase was further set forth by Dean Herbert E. Hawkes of Columbia University when he said, "It is the duty of the college to develop the whole man, social, intellectual, aesthetic and religious. An education which does not accomplish this fails in so far as it falls short of the ideal."

It remains for us to carry the commentary on the Education of the Whole Man a step further and to say that the college is not alone in facing this responsibility. Education, especially Christian Education, is a continuous process, one which is not restricted to any given period of life. It does not begin with the Freshman year of college; neither does it end when a student leaves the home church to embark upon his college course. By the same token it does not end when he leaves the campus to return to his home community and its local church. It is not terminated either at the first

or the last of a college career. Being thus a continuing process it is naturally a joint enterprise shared in by both the local church and the church college. The importance of a closer and more harmonious relationship between the local church and the church college, therefore, cannot be over-stated. Instead of using each other as convenient "alibis," or as objects of censure for the shortcomings of individual students, there must be cultivated a broader understanding of the total task, its objectives and the wide range of conditioning factors involved. COLLEGE DAY helps to promote such an understanding and with it more of mutual good will and a closer co-operation in the common task.

By-products of this fundamental value include pointing out to both college and church newly discovered ways of reciprocal service, helping each to contribute toward the meeting of the needs of the other, thus making more effective its own efforts at Kingdom advancement, helping each institution to appreciate more fully the functions and services of the other. It helps the church to see, for example, that the college strengthens through expression the best life of the Church and that the influence of the college is to be found on the side of the Church's aggressive leaders in all advance movements. It helps the Church also to recognize its own dependence upon the church college for its leadership, local and general.

The college, on the other hand, is helped to comprehend more vividly its dependence upon the local church for student patronage and for the degree of financial support which it receives from conference appropriations. It is also led to an increasing vision of its responsibility for giving educational leadership not only to

its students but to the people in local churches throughout the territory it serves.

Both institutions together are given a clearer conception of their common task, namely the emphasizing of Christian personality as the supreme value in all God's great creation and the development of Christian personality in individuals. It helps them also to see the essential share which each institution has in this responsibility.

For the sake, therefore, of a clearer mutual understanding and of a greater degree of good will and co-operation between local church and church college and in the interest of the numerous closely related and highly important by-products of this increased understanding, let us, on the first Sunday in June, or as near thereto as practicable, observe COLLEGE DAY in every local congregation.

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### Two College Presidents Resign

INFORMATION just received by CHRISTIAN EDUCATION MAGAZINE is to the effect that Dr. G. B. Jackson has recently resigned the presidency of Wesley College, Greenville, Tex. President Jackson had been at the head of the college for some ten years. The magazine was not advised of Dr. Jackson's plans or as to his successor in office.

Dr. J. R. Countiss, for more than twenty years President of Grenada College, Grenada, Miss., has also tendered his resignation effective at the end of the current school year. Dr. Countiss is returning to the pastorate, having already received an appointment. The Grenada Trustees have elected Rev. W. C. Newman to succeed Dr. Countiss as next head of the college.



# The College and the Church--Allies

BY R. E. SMITH\*

LET us be frank—there is a gulf, not fixed we hope, betwixt the local church and the college. From earlier days, indeed, there has been some feud, not deadly but dreaded, between town and gown. With state schools or independent schools this lack of comradeship might be expected and both town and college go on the even tenor of their way not much the worse for the rift. Not so with the church college and the local church. Here both are hard hit.

The college flounders. Like a balloon without ballast it flits aimlessly through the air—seeking anchorage now around athletics and now about alumni. The Church welters along chiefly because it is an adult and divine institution having the momentum of the centuries behind it. She knows not, however, how shorn are her locks as she grinds away blindly without the fresh, invigorating blood of her colleagues. The first seams and crevices of the rift are seen in the governing body of the college—the trustees. They have nothing in common with the church. True, a pious gesture is made and an academic sop is thrown to the church by electing to the Board a given number of ministers. But, for all that, the Board of Trustees is usually made of bankers, business big-wigs, local celebrities and shirt fronts who care little for your Church and know less about the process of training youth. Still—wisdom is justified of her children and the Board has its reward. Staggering budgets are raised and the college goes on! The Church may pass the hat sporadically but she is not drained.

The fissure gaps and widens with the faculty. The various depart-

ments must be headed by men of scholarship and high degrees lest there should be loss of face with the public and most specifically with accrediting and standardizing associations. The men are selected, therefore, not because of religious fervor, loyalty to any church, or even skill in teaching. Largeness tends to become a defensive mechanism to overcome the church college's inferiority complex and to battle the state school's grand offensive.

The alumni organization roars through the wide-open chasm with never so much as a glance at the church. Proud of Alma Mater, zealous for the old team and its athletic record, loyal to the Fraternity, here they come with hip-hoorays and a tiger for the grand "ole schuyle" and the hope that Prexy will not let any Puritanical lead strings be wound about the campus life.

These with the scientific spirit, the rush of hectic youth, the complexity of modern life and the breakdown of the home have dug the gulf deep and wide. The vital question is, Can it be bridged or filled? Yes, if all want such a thing—in fact, if the leaders see the facts and desire to level up and to do some fine engineering. First, let there be confessions made on both sides; the college has not been religious enough; the church has not been education minded. Then let both bring forth fruits meet for repentance. Let the college prove to the pastor that it desires to aid the local church by soliciting professors who can and will accept responsibility in the local church. Think what this would mean to prayer meeting, Sabbath school, and all church activities.

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With the fine example of their professors the students would take more interest in the local church. Pastors would find the campus a welcome spot and the collegians would find the church a restful, helpful center of social and religious life.

Let the church, through its mothers' club, welcome all new students, dining them in their homes, open-housing the church to them and writing absentee mothers about them. The fathers should have an auto club or conveyances for lonely students. Each Sunday would be a welcome day to these boys and girls away from home—instead of the dreaded blue day it sometimes is now. Each preacher should be a walking agent and loud speaker for his church college. In fact he will be if we once convince him of our sincerity and efficiency. If we but send him back young men and women who help him in League and Sabbath school he will respond with alacrity.

We have said no word about our young theologues. Granted that denominational colleges have justified their existence by furnishing the church a trained ministry; we maintain also that a vital religious atmosphere in the school will fill our pews with a loyal, intelligent, laity without which the Church of the future will be poor indeed!

By all means, then, let the church college and the local church get together—and that right speedily.

### Church and College Partners

THE above is the title of an article from the pen of Kenneth Irving Brown which appeared in the *Christian Century* of February 28, 1934. It is excellent reading and particularly appropriate to our College Day emphasis.

### Hendrix Engaged in Research Project

A GIFT by the General Education Board, New York, to cover expenses of the special social study now being made, was announced by President J. H. Reynolds.

"The officers of the Board, who visited here recently," said J. H. Reynolds, "were so impressed with the importance of the study that they recommended an appropriation to finance it."

The study, directed by Dr. T. S. Staples, with Dr. R. L. Campbell, collaborating, has as its purpose the discovery of what social ideas the liberal arts college should try to inculcate and how it may build in its students sounder social attitudes.

"The college authorities feel that higher education has been too individualistic," explained Dr. Reynolds, "and that it has emphasized material success and individual achievement too much and social service not enough. The study will seek to ascertain what is being done in progressive colleges, how it is being done, and what are the results; what changes should be made in curriculum and in classroom work, and what uses may be made of student activities, public assemblies, social life, personal contacts, dormitories, and dining hall, in efforts to build in students a deeper sense of social responsibility and to qualify them for the most effective membership in society."

Dr. Staples was released, March 3, from college duties until September. Dr. Campbell is already collaborating and after the semester ends will probably devote all his time to the study. The faculty as a whole is assisting with special reports and group discussions.—*Arkansas Methodist.*



# A Constant and Varied Cultivation Program

ROBT. H. RUFF\*

WORKING on the thesis that, if the one hundred thirty thousand Southern Methodists in Missouri could know of the work and the needs of Central College, there would be more than sufficient financial and student support to meet all the needs of the college, the administration in co-operation with the leaders of the church has put into operation a varied program of publicity, designed not only to carry the story of the college out to the people, but also to bring individuals and groups to the campus.

The program of publicity has been developed along several different lines; first, Central College maintains a department of publicity which functions in co-operation with the enrolment secretary; second, representative speakers and organizations appear before congregations and audiences throughout the year; third, in co-operation with the Conference Boards of Christian Education, the college directs a state-wide cultivation period; and last, the college seeks to serve the churches in the state and at the same time bring new people to the campus each year through conferences and assemblies and training schools.

## THE DEPARTMENT OF PUBLICITY

In the work of the department of publicity three projects are carried on continuously. Once each month the department publishes a seven-column, four-page newspaper of standard size, known as the *Central College Bulletin*. This paper car-

ries news of the activities of the college, the work of organizations, historical stories of the college, editorials, and news of alumni and former students. Approximately twenty thousand copies of each issue go to pastors and laymen of the churches, alumni and former students, parents of present students, and to many high school seniors. The catalogue of the college is issued in March each year as one number of the *Bulletin*.

In addition to the *Bulletin* a representative of the press sends frequent news stories and pictures to the daily papers of St. Louis and Kansas City. In one eight weeks period there appeared from one to four pictures in the rotogravure sections each week. News stories about individual students and student organizations are sent out to the newspapers in the towns from which these students enrolled.

A third project by the department is the publication from time to time of special leaflets telling of the college and containing pictures of college activities, buildings and campus scenes. Some of these are for general distribution; others are designed for specific occasions and purposes.

## SPEAKERS AND COLLEGE ORGANIZATIONS

In the second phase of the program the administration seeks to serve in two ways. At all times members of the administrative staff and the faculty stand ready to fill

\*President, Central College, Fayette, Mo.

the pulpits of the local churches, speak before clubs and organizations, or to direct special programs. For two years the Rev. H. H. Luetzow, pastor of Melrose Church in Kansas City, has carried out a pre-Easter program of Wednesday evening services at which speakers were members of the faculty of Central College. Mr. Luetzow first planned this project while pastor of Elm Street Church in Chillicothe; the results were so satisfactory, he has called the same speakers to appear before the Melrose congregation.

One of the most effective projects of Central College both as an extra-curricular educational feature and a means of publicity is the program of concert tours made by the musical organizations. The men's and women's glee clubs and the concert band each go on the road for ten days giving concerts in high schools and churches. The college choir went out last year for several week-end trips for concerts in churches. It is estimated that these organizations last year played before eighty thousand people living outside of Fayette. Two new groups have been sent out this year. The little symphony orchestra is making its first tour this spring and the Central College Players, dramatic club under the department of Speech, presented two one-act plays and several specialty numbers in two appearances in Mexico, Mo., in January.

Another group of young men and women students, though not on the road for publicity purposes, must be included. Central College debate teams go on several trips during the college year. One tour of colleges in Kansas has been made this year. The team engaged in a radio debate while in Manhattan. Central College has sent a debate team to seven

provincial tournaments of Pi Kappa Delta national forensic fraternity. Six times they were champions of the province and the remaining time finished in second place.

In addition to these organizations of the college, athletic teams do their part in representing Central College to the people of the state.

### STATE-WIDE CULTIVATION PERIOD

Each year during Thanksgiving Week the Southern Methodist Churches in the entire state carry on an intensive program in behalf of Central College. This period, which is an expansion of the College Day idea, has been authorized by the three annual conferences of the Church in Missouri. In Missouri this has come to be known as Central College Week and has a fixed place in the Church's calendar and program. The methods developed and used in its promotion were recently described in CHRISTIAN EDUCATION MAGAZINE and have attracted some attention over the church where it has been termed "The Missouri Plan of College Day Promotion."

### BRINGING PEOPLE TO THE CAMPUS

Considered just as important as the efforts to take the message of Central College to the people of Missouri is the program of inviting organizations and groups to visit the campus and to hold assemblies and schools at the college. The parents of prospective students are invited to visit the college and see the buildings, classrooms, laboratories, and the dormitories. This is an integral part of the work of the enrolment secretary. In addition to this there are annually eight special occasions when groups come to Central College for special programs or conferences.



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In the fall of the year, through invitation of the president of the college, young people from all the local Southern Methodist churches in the State gather at the college church for a two-day conference on the problems of the young people's division in the local churches.

Two annual assemblies of the young people of the Church are held at Central College. In June the young people of the Missouri Conference hold their assembly and in August just following the college summer school, the assembly of the young people of the Southwest Missouri Conference meets at the college.

The Missouri Training School for Pastors and Church Workers is held immediately following the June commencement of the college. This year the undergraduate ministers will arrive at the college on commencement afternoon. Other ministers and lay workers will gather the following Sunday for a six-day school. With the exception of one year this school has been held at the college annually since the inauguration of pastors' schools.

Three organizations of the college students foster programs to which high school students are invited. The college chapter of Pi Kappa Delta has sponsored for several years the tournament of the National Forensic League of High schools. The "C" Club, an organization of the men of Central College who have won the privilege of wearing the college letter for participation in inter-collegiate athletics, sponsors a tournament for eight selected high school basket ball teams with the games played in the college gymna-

sium and the visiting teams entertained in McMurry Hall. The Woman's Athletic Association of the college sponsors a Play Day each spring for the girls of nearby high schools. Group games are played and instruction is given by the members of W.A.A. in such activities as playground baseball and archery.

In May each year under the direction of the Dean of the Swinney Conservatory of Music at Central College, the musical organizations of the college celebrate national music week. Some recital or concert is given each evening during the week, and one of the Central College bands gives a concert on the campus each afternoon. In addition to Music Week, the conservatory sponsors the Central College Music Hour on Sunday afternoons during the second semester of the college year. At these hours many people drive into town to enjoy the recital by senior and junior students in the conservatory and by the members of the faculty. These recitals this year have included programs by the students of the department of expression and public speech.

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### Pacifist Club in Ohio State University

It is reported that on the same day that seven drill resisters were suspended from Ohio State University a student organization known as The Pacifist Club was officially recognized by the University authorities. The Club is said to be publishing a very brilliantly edited paper, *The Ohio State University Peace News*.

# Significant Educational Legislation General Conference, 1934

W. E. HOGAN

THE General Conference at Jackson, Miss., was significant in so many respects that one is tempted to write in general terms of its work and achievements. The Conference was significant in the brevity of its session, in its forward-looking viewpoint, in its remarkable capacity for dispatching business rapidly but orderly, in its fine Christian spirit of good humor and fairness in debate, in the marked intelligence of its members, and in the notable ability of its presiding officers. A most significant Conference, indeed! But the editor has restricted me to the subject indicated in the caption of this article. Other inviting and significant features of the Conference must, therefore, be passed by.

Much significant educational legislation was scarcely to be expected in 1934. Only four years ago at Dallas this was a major issue. Three boards were there merged into one; a new constitution for the merged board was painstakingly adopted; a unified program of Christian education for the entire Church was set up. In view of this fact could any very significant educational legislation be expected at the hands of the twenty-second General Conference which was in session only eleven days? Hardly. But without any ado about it there was enacted some educational legislation at Jackson which is sure to prove quite significant as the years go by. Let us briefly point out some of it.

1. *Stamp of Approval.* It is not insignificant that the General Conference gave its stamp of approval to the work done during the last quadrennium by the General and

Conference Boards of Christian Education. It was quite apparent that the unified program of Christian education as now in operation throughout the Church had the enthusiastic indorsement of the General Conference. All Disciplinary changes were made for the purpose of strengthening, clarifying, and harmonizing the legislation of 1930. In no particular was there a backward step.

2. *Requirements for Admission on Trial Revised.* No more significant legislation was enacted by the General Conference at Jackson than the raising of academic requirements for admission on trial. The attitude of this General Conference toward this perennial question of a better trained ministry was very interesting and most significant. The usual passionate and emotional appeals of good men for the "special and unusual" cases were made; but the Conference was unwilling to continue the old law which made it possible for men to be admitted without any college or even high school training. The new law as it will appear in the 1934 Discipline is as follows:

"The requirements for admission on trial into the traveling connection, so far as academic training is concerned, shall be at least four years of work satisfactorily completed in a standard college; provided, that under special conditions clearly recognized as unusual, the Annual Conference may by two-thirds vote admit a candidate who has satisfactorily completed two years of work in a standard four-year college, or is a graduate of a junior college, in which case the Presiding Elder and the Committee



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on Admissions shall furnish to the Conference written statements of particulars showing definitely in what respect the case is special and unusual before the vote is taken. This requirement shall not apply to the Indian and Spanish-speaking preachers, nor to non-English speaking preachers."

3. *Increased Aid to Theological Schools.* The Conference recognized its increasing financial obligation to its two schools of theology by raising the askings of these schools in the general benevolences from \$80,000 to \$140,000. The increasing demand for professional training for our young ministers places greater financial burdens upon our schools of theology. It is significant that this General Conference, frequently referred to as an economy Conference, should be willing to increase so substantially its support of its schools of theology.

4. *The Commission on Courses of Study.* The function and duties of the Commission on Courses of Study for preachers were enlarged and more clearly outlined. The Secretary of the Department of Schools and Colleges was made a member of the Commission. Other members are four bishops and four traveling elders. In addition to its duties of the last quadrennium this Commission will recommend courses of reading for all preachers who have finished their undergraduate studies.

5. *"Church School" substituted for "Sunday School."* It is of no little significance that the Conference voted without debate to make this change throughout the Discipline except in those cases where reference is made specifically to Sunday school meetings on Sunday

mornings. This change was recommended by the Educational Commission in 1930 but was rejected by the General Conference. The term "Church School" as it will hereafter be used, will include Sunday school meetings, Epworth League meetings of young people, week day meetings of children, vacation schools, and fellowship meetings of young people.

6. *The Church Board of Christian Education.* The usefulness of this board will be increased through legislation enacted at Jackson bringing into its membership the Superintendent of the Children's Division, a young person under twenty-four years of age, and a representative of the Board of Stewards in addition to those members provided for under the legislation of 1930. The new legislation also provides for the meeting together of the Church Board of Christian Education and the Workers' Council as one body in the smaller churches.

7. *Wesley Fellowship Groups.* Another significant piece of new educational legislation is the provision for the organization of Wesley Fellowship groups in the Adult Division of the local church. These groups are an integral part of the Adult Division, having the same relationship to it as do Adult Bible Classes. They will provide a program for the young adults and will offer opportunities for service to a large and important constituency of the Church which should be kept closely identified with our educational program.

8. *Missionary Education of Children.* Provision for a new co-operative plan for the missionary education of children will prove to be a very significant feature of the new educational legislation. The plan provides for the co-operation

of the Woman's Missionary Society and the Church school in the missionary education of the children of the Church. The materials to be used will be prepared jointly by the General Boards concerned. At an early date a manual explaining the plan will be made available.

9. *A Unified Program for Young People.* It is very significant and worthy of special comment that the General Conference indorsed with such unanimity a unified program and organization for our young people. The conflicting legislation of 1930 was eliminated, thus giving the Young People's Division right of way to go forward in the development of a great program of Christian education for the youth of our Church.

10. *The Age Group Divisions.* The change in legislation with reference to the organization of the three group divisions is included in this partial list of significant new educational legislation because it is typical of other changes made in the interest of simplicity and uniformity. Hereafter there will be a superintendent of each of the three age group divisions who shall be an assistant to the general superintendent of the school. Instead of a president of the young people's division, as heretofore, there will be a superintendent of that division, elected by the Quarterly Conference along with superintendents of the other two age groups—all three of these superintendents being assistants to the general superintendent. *Simplicity, uniformity, clarification.* To attain these most of the changes with reference to the local church were made.

11. *Temperance Education.* The legislation abolishing the old Board of Temperance and Social Service transferred the teaching function of that Board to the General Board of

Christian Education. This places additional responsibility upon the church school publications in the matter of making material on temperance available to the constituency of our Church. The General Board of Christian Education has been doing much work in this field. The new legislation merely intensifies its work in temperance education.

12. *The College Crisis.* During the closing hours of the Conference it adopted without opposition and with apparent unanimity a strong and significant resolution setting forth the urgent needs of our colleges and the vital service which these colleges render to the Church. This statement will doubtless be given wide publicity and can be used effectively throughout the quadrennium. In the resolution there is reference to the menace of present world social and political conditions and to the stabilizing power of Christian colleges at this critical time of our nation's history. The serious financial plight of all our colleges and the grave danger which the Church faces because of that fact are set forth in clear and strong language. Through the adoption of this report the General Conference laid a mandate upon the General and Conference Boards of Christian Education "to foster plans that will establish a strong spiritual tie between the local church and the college, will build the college into the affections of our young people, and lay the claims of this vital institution upon the hearts of our people." The General Board of Christian Education, aided by the Conference Boards, was directed to complete a survey of all our institutions of higher learning, and to develop a statesmanlike plan—in order to realize for our Church the most efficient system of Christian education possible.



# Toward a Prepared Ministry

[From the General Conference proceedings of May 1st, carrying the inspiring discussion on raising the educational requirements for admission to the Annual Conferences, CHRISTIAN EDUCATION MAGAZINE is privileged to lift the two speeches printed below. The situation at the time they were made was as follows: The report of the Committee on Christian Education was before the House. To one paragraph, recommending that four years of college work be required for admission but providing that men whose cases are clearly unusual and who have had as much as two years of college work may be voted in under the two-thirds rule, an amendment had been offered removing the two-year minimum of college training proposed for those coming in as special cases. The report of the Committee was adopted.—Ed.]

FRANK S. HICKMAN (North Carolina): Comrades of the General Conference, I would not for a moment be considered as in any sense casting any cold water upon what my distinguished predecessor, [Dr. H. C. Morrison], in this place has said. We honor him for his life; he is known through the South. I would not do a thing to disparage his opinion. I would not cast any reflection upon Dr. Bergin with his earnest and impassioned plea for men that have the power to win souls without a college education. I want further to say that I stand in your midst as one who was admitted to a Conference not only on trial but into full connection before I had ever seen a college campus as a student, but I will tell you why at the age of 27 I entered college as a freshman. I found that I was up against a world that was changing; I found that the problems were too

much for me; I found that even with the most earnest consecration in the world, the rapidly changing scene demanded a trained mind, trained under the best masters I could find.

Out of the next ten years of my life, from 27 to 36, I spent nine years in school, in company with my wife who married me when I was a freshman in college, who was herself a master of arts student from the University of Michigan. We paid a terrific price for that education. It took something out of our nervous systems that has never gone back into them again. I get tired and tire too quickly for a man of my years. I know that the long years that we spent, however, were not in vain.

I think there has been a false antithesis established here this morning between training and piety. I do not recognize any such antithesis. It seems to me that what we need this hour is not either training or piety but piety that is highly trained. (Applause.) I have had the privilege of having under my hands a constant stream of young preachers who come to us already as college graduates. I take occasion in every course I teach somewhere along to say this to them: "Young gentlemen, you are to understand from the beginning in this ministry that there is no place for a minister of Jesus Christ who does not know Him personally; there is no place in this ministry for a man who has no spiritual experience of his own, and if you have to choose between your religious experience and the training of this school, then in God's name, get out as quick as you can and save your soul alive." If we had to choose between piety and training, I should be the first to cast my vote on the side of piety, with the memory

of Moody and of Asbury and all the rest of the distinguished leaders who had not the privilege of college, but I beg you to remember that these men have never offered their lack of training as a guarantee of their effectiveness. (Applause.)

There is a greater danger than an untrained ministry, and it is this, that training having come shall have cooled the fires of faith and adherence to our Lord Jesus Christ. This is a modern world in which we live. We have been taught to draw all sorts of false antitheses in that world, that it is religion *or* science, or religion *or* philosophy, but as was said by a great teacher to his students, "There are some cases where you don't say 'either or' but you say 'both and.'" In this case I want to make a challenge, as one who paid dearly for the privilege of teaching in your school, I want to say this to you: Rather than cutting down the intellectual requirements of your ministers, do you take the opposite tack and say to the universities of this land: "You shall not reduce things to terms of materialism!" (Applause.) In line with the address of the President that was read to us the other day, there shall be raised upon this continent a new kind of education that gives God the central place, that gives the forces of spirit the central place in the work of regeneration.

I think this, that if the church once establishes its standard and it is understood all the way along the line that that standard prevails, instead of allowing our young men to come along to middle life without any training and then suddenly decide to enter the ministry, we will be seeking out the choice young men and the choice young women, for they will be coming. An ounce of prevention is worth three pounds of

cure in this particular case. We will hunt them out and make it possible for them to get the kind of education they need. Then we will say with a word of power to our colleges and universities: "You shall not disparage the spirit of God and the spiritual certainty upon which our Christian religion is built." There is no need for such disparagement. We need not turn away from Christ in order to turn to the books.

I say then that the choice is not between education and piety, the choice is for an educated piety; the choice is not between young men of warm spirit and cold intellectuals; the choice is between ignorant men and informed men. We must rally to our service this day the brains of America, baptized in the fires of the Holy Spirit, if we are to save our nation from disruption. Therefore, I trust that you will support the provision that has been made by your Committee on Education. (Applause.)

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H. L. LOWMAN (Texas): It has been my limited experience that whenever you put the bars down as is proposed in this particular amendment you very frequently are overcome by sympathy and do the thing which you sometimes may realize later had best not be done. You have got to put the standard somewhere. It is necessary. Times, we have been told, have changed. We have been guilty, I am afraid, of using isolated cases here and there to warrant our logic in some cases regarding an improved ministry. I know of a lawyer who is extremely successful, and who, if he now should seek admittance to the bar, would not be admitted. And yet those cases in the law profession are not sufficient to warrant the bar association to recommend any other



than the highest standard of training which they have. I even know a country physician, aged now he is who is extremely successful as a practitioner, and yet I dare say here that the medical association wouldn't point to him as an example of the fact that training is not necessary.

You speak of the need of having men who are not highly trained to lead your rural forces. I come from a rural district. I object, if I might politely do so, to the insinuation that it requires ignorance to lead ignorance. (Applause.) Besides, I want to call your attention to the fact that in most rural districts today ignorance is not as dense as it was some years ago. I want to tell you, too, the church today is losing its hold upon the young people in the rural districts, and I am going to tell you why. I come in first-hand contact with those young people, and I want to tell you, I should be almost bold enough to say with practically no exception, the successful preachers with the young people in rural districts today are our college graduates who are serving them. (Applause.)

These untrained men can be used as supplies. We use them. They are used everywhere. And if it were a case of closing the door of opportunity, of shutting away a chance to secure an education, then I feel exactly as you feel about it. But you want to remember that colleges are scattered throughout the land now. There is hardly a distance of a hundred miles from one senior college to another throughout the South. It is perfectly possible for a man, through some means or another, to secure an education. And I am standing here opposing any amendment, my friends, to the recommendation made by the Com-

mittee of Christian Education, because I believe that there is ample opportunity, in addition to all the other reasons you have heard, that we shall uphold the high standard of educational requirements made by your committee. (Applause.)

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### I Believe in Education

*From the Creed of a Christian Educator*

*In International Journal of Religious Education*

*I believe in education.*

I see the age-old custom of passing on to each new generation the gathered wisdom of the past.

I am aware of the way in which all that men have gained as to the meaning of life has been passed on by the mystery of shared experience and thus has become mine.

I look back with gratitude to those who answered my questions, guided my stumbling feet up the path of truth, and shared with me their more matured selves.

Thus, I believe in education.

I believe in education as the way of making better people.

I believe in education as a pathway to a better social order.

I believe in education as the avenue through which growing persons can come to a better knowledge and mastery of self, to the external world, and of human relations, and to a wise relationship with God.

I turn with reverence to the ancient saying, "and the Word was made flesh and dwelt among us . . . full of grace and truth," knowing because of it that God himself clothed his truth in a living person and thus became the Greatest Teacher.

*I believe in education.*

# Summer Opportunities at Mount Sequoyah and Lake Junaluska

J. FISHER SIMPSON\*

THE Leadership Schools at Mount Sequoyah (Fayetteville, Arkansas), and Lake Junaluska, North Carolina, are the centers of summer



work of the General Board of Christian Education. Hundreds of local church workers, conference and district staff members, and college students from over the South gather for the purpose of study, fellowship, and conference. These schools are also becoming the gathering places of student leaders from Methodist colleges and leaders of Methodist student activities in other institutions.

The programs consist of courses of study led by people who have made special preparation for their subjects, of chapel and vesper services, conference periods, recreation, and platform addresses by outstanding leaders. It is at these schools that the General Board and Conference Staffs have opportunity to exchange views and come to common agreements about plans for the next year. College student leaders

would also have opportunities to arrive at common thinking about plans which should be used to make campus religious programs more vital.

There are two types of meetings planned for this summer—Leadership Schools primarily for adult workers, and Young People's Leadership Conferences primarily for young people sixteen through twenty-three years of age.

## Leadership Schools

*Mount Sequoyah, July 3-17*

*Lake Junaluska, August 14-28*

The courses range from those that are especially for workers with children to those that deal with administrative work in the conference program so that the needs of workers with all types of responsibility may be met.

The following are among the



COTTAGES AT MT. SEQUOYAH

studies that may be of interest to readers of this magazine: "Religious Work with College Students" to be led at Mount Sequoyah by Mr. Boyd M. McKeown of the Department of Schools and Colleges of the

\*Director Training Division, General Board of Christian Education.

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General Board. This will give special attention to problems in campus-local church situations and will enrol those who are especially concerned with these matters.

At Lake Junaluska Dr. W. A. Smart, of Emory University, will lead a course in "The Church's Approach to Campus Religious Life." Efforts are being made to secure the attendance of pastors of college churches, directors of Wesley Foundations, student leaders, and college professors.

"Enrichment Materials for the Young People's Division," to be led by Miss Ina C. Brown, of the staff of the Young People's Division, will be attractive to student workers who have responsibility for planning programs in campus churches.

Dr. B. S. Winchester, of New York, nationally known in the field of Christian education, will lead two courses, "Christian Education in the Family" and "The Use of the Bible in Christian Education." At Lake Junaluska Miss Edna Acheson, Director of Christian Education in East Orange, New Jersey, will lead the class in "Creative Teaching in Christian Education." This will be attractive to those who have teaching responsibility.

For those who are especially interested in Missions, Rev. H. K. King, Joint Secretary of Christian Education in the Foreign Field, will lead "World Tides in the Orient" at

Mount Sequoyah. Mr. King has just returned from a period of service in the Orient and is thoroughly familiar with the trends and their meaning for the world. Dr. S. G. Inman, Executive Secretary of the Committee on Co-operation in Latin America, who is the authority on religious conditions in Latin America, will direct the study at Lake Junaluska in "Modern Developments in Latin American Missions."

The platform addresses at Lake Junaluska will be delivered by Bishop Edwin D. Mouzon, Bishop Paul B. Kern, Dr. Kirby Page, Editor of *The World Tomorrow*, Dr. William F. Quillian, Dr. Robert E. Speer, Dr. W. A. Smart, and others. At Mount Sequoyah the speakers will be Bishop Paul B. Kern, Dr. William F. Quillian, Rev. H. K. King, Dr. Robert W. Goodloe, of Southern Methodist University, and others.

### Young People's Leadership Conferences

*Mount Sequoyah, July 17-28*

*Lake Junaluska, July 31-Aug. 11*

These meetings are planned to meet the needs of young people sixteen through twenty-three years of age. It is expected that numbers of college students will share in them. Every effort is made to relate the activities to the interests of leaders



SCENE ACROSS THE LAKE, JUNALUSKA



among young people and these conferences are proving to be centers of great significance for them. The theme this year is "Christian Youth Building a New World." The entire program is built around this idea in the vespers, chapel services, and in such courses as "The College Student's Search for Religious



WOMAN'S BUILDING, MT. SEQUOYAH

Values," "Enrichment Materials for the Young People's Division," "Conference and Union Work," "Christian Home Making," "Personal Religion," "Constructive Use of Leisure," "World Tides in the Orient," "Christianizing the Social Order," "Christian Education in the Local Church," "Building the Program for Seniors and Young People."

Among the leaders in these conferences will be Benjamin S. Win-

chester, late of the Federal Council of Churches of Christ in America; R. L. Hunt, editor of the *Epworth Highroad*; Sadie Mai Wilson, who joins our hands with China; William F. Quillan, General Secretary of the General Board of Christian Education; Myrtle Charles, Dean of Women from Hendrix; John Q. Schisler, Secretary of the Department of the Local Church; H. K. King, who is just back from two stirring years in Japan, China, and Korea; Harvey Brown, of the Wesley Foundation; Ina C. Brown, who is at home on the Congo or in Brussels or in North Carolina; E. O. Harbin, the Play Master; Alleen Moon, in charge of Training Work for Young People; Walter Towner, Director of the Young People's Division; Bishop Paul B. Kern; Rowena Ferguson, Assistant Editor of the *Epworth Highroad*; Boyd McKeown, of the Department of Schools and Colleges; J. Fisher Simpson, Director of Training Division; and John Irwin, Minister, Neighborhood Methodist Church, Chicago.

For catalogue write Division of Leadership Training, 810 Broadway, Nashville, Tenn.

### "By Their Fruits"

BOYD M. MCKEOWN

IN THREE of its recent State-wide surveys of Methodist Colleges, the Department of Schools and Colleges of the General Board of Christian Education has made use of a questionnaire intended to discover the extent to which young people recently out of colleges of various types are assuming leadership and service responsibilities in the churches of Southern Methodism. This questionnaire was called into use to help answer a persistent and

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perplexing question; namely, is the church college maintaining the service records so universally ascribed to it during former years? Is it rendering a distinctive service today in the training of religious leadership, or is this contribution being made equally well by non-church-related colleges? While the pre-eminence of the Christian college in training religious leadership in former years is unquestioned, it is an open secret that the distinctiveness of its service and even its right to continued existence are subjects upon which unanimity of opinion no longer exists.

In an effort to face the question frankly and to discover basic facts relative to the usefulness and activity in local churches of younger college products, the questionnaire was sent to all Southern Methodist pastors in three of the States where surveys were conducted. The findings revealed by the questionnaires returned from these States were so interesting that it has been thought worth while within recent weeks to project a similar study in two other States where college problems were not so acute as to warrant a complete survey. The questionnaire used in all five States was essentially the same. The questions included in the inquiry were as follows:

1. Number of young people in your Church or charge who have come out of college within the past ten years, \_\_\_\_\_.
2. Number of these who attended schools of our Church, \_\_\_\_\_.  
Number in this group active in the life and program of your Church, \_\_\_\_\_.
3. Number of young people in your

Church or charge who have, within the last ten years, come out of schools of other churches, \_\_\_\_\_.

Number in this group active in the life and program of your Church. \_\_\_\_\_.

4. Number of young people in your Church or charge who have, within the past ten years, come out of State or Independent institutions of Higher Learning, \_\_\_\_\_.

Number of this group active in the life and program of your Church. \_\_\_\_\_.

5. Comments on the above figures: (Any supplementary information you may wish to give will be appreciated. Use back of this sheet.)

Signed: \_\_\_\_\_

Name of your College \_\_\_\_\_

Year graduated or last year attended. \_\_\_\_\_.

Returns as indicated in the tables below were reasonably satisfactory but it was found that in the States where follow-up letters went to the pastors from the College Presidents and the Executive Secretaries, the percentage of returned questionnaires was decidedly greater than in the States where no follow-up measures were used. A summary of findings based upon the returned questionnaires follows. It will be noted that in the interest of maintaining an impersonal tone in this report the various States are differentiated by numbers rather than by names.

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### SERVICE CLASSIFICATION OF MEMBERS OF LOCAL CHURCH CONGREGATIONS OUT OF COLLEGE WITHIN THE LAST TEN YEARS

#### STATE No. 1

(40 charges reporting—9.7 per cent of questionnaires returned)

Methodists, in last 10 years, attending :

	<i>Active</i>	<i>Inactive</i>	<i>Total</i>	<i>Per Cent Active</i>
Our Schools .....	262	115	377	69.5
Schools of other Churches .....	25	27	52	48.1
State or privately Endowed Schools .....	246	284	530	46.4
	<hr/> 533	<hr/> 426	<hr/> 959	<hr/> 54.6

#### STATE No. 2

(153 charges reporting—14.2 per cent of questionnaires returned)

Methodists, in last 10 years, attending :

	<i>Active</i>	<i>Inactive</i>	<i>Total</i>	<i>Per Cent Active</i>
Our Schools .....	563	321	884	65.2
Schools of other Churches .....	211	205	416	50.7
State or privately Endowed Schools .....	644	856	1500	42.3
	<hr/> 1418	<hr/> 1382	<hr/> 2800	<hr/> 52.7

#### STATE No. 3

(1 Conference only—119 charges reporting—62.3 per cent)

Methodists, in last 10 years, attending :

	<i>Active</i>	<i>Inactive</i>	<i>Total</i>	<i>Per Cent Active</i>
Our Schools .....	322	102	424	75.9
Schools of other Churches .....	58	64	122	47.5
State or privately Endowed Schools .....	822	601	1463	56.1
	<hr/> 1202	<hr/> 767	<hr/> 2009	<hr/> 59.8

#### STATE No. 4

(60 charges reporting—18.8 per cent)

Methodists, in last 10 years, attending :

	<i>Active</i>	<i>Inactive</i>	<i>Total</i>	<i>Per Cent Active</i>
Our Schools .....	220	98	318	69.1
Schools of other Churches .....	60	88	148	40.5
State or privately Endowed Schools .....	318	354	771	41.2
	<hr/> 598	<hr/> 540	<hr/> 1237	<hr/> 50.2

#### STATE No. 5

(127 charges reporting—31.0 per cent)

Methodists, in last 10 years, attending :

	<i>Active</i>	<i>Inactive</i>	<i>Total</i>	<i>Per Cent Active</i>
Our Schools .....	258	208	466	55.3
Schools of other Churches .....	145	132	277	52.3
State or privately Endowed Schools .....	570	397	967	58.9
	<hr/> 973	<hr/> 737	<hr/> 1710	<hr/> 55.5



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(Mean Percentages Based on Above)

Members local congregations out of college in last 10 years:

From Methodist Schools—per cent active .....	71.0
From Schools of other Churches—per cent active .....	47.8
From State and privately Endowed Schools—per cent active .....	48.9

Space was left in the questionnaire form for pastors to give their own college background and to indicate their graduation years on their latest years in colleges. With but few exceptions the pastors furnished this information and the data thus assembled have proved a valuable supplement to similar information collected from other sources. The questionnaire findings at this point are also of especial interest by way of indicating trends. The tabulation of these findings is set forth below:

## COLLEGE BACKGROUND OF 534 SOUTHERN METHODIST PASTORS

### STATE No. 1

	<i>Prior to last 10 yrs.</i>	<i>Within last 10 yrs.</i>
Pastors from Methodist Schools in State .....	21	7
From Methodist Schools outside the State .....	5	1
From Non-Methodist Schools .....	5	1
Pastors without college training .....	9	

### STATE No. 2

Pastors from Methodist Schools in State .....	36	47
From Methodist Schools outside State .....	11	2
From Non-Methodist Schools .....	21	12
Pastors without college training .....	24	

### STATE No. 3

Pastors from Methodist Schools in State .....	24	9
From Methodist Schools outside State .....	6	8
From Non-Methodist Schools .....	21	5
Pastors without college training .....	50	

### STATE No. 4

Pastors from Methodist Schools in State .....	22	19
From Methodist Schools outside State .....	2	1
From Non-Methodist Schools .....	4	5
Pastors without college training .....	7	

### STATE No. 5

Pastors from Methodist Schools in State .....	40	17
From Methodist Schools outside State .....	17	3
From Non-Methodist Schools .....	22	8
Pastors without college training .....	22	

### Summary of Totals

	<i>Prior to last 10 yrs.</i>	<i>Within last 10 yrs.</i>
Total pastors in 5 states from Methodist Schools in their respective states .....	143	99
Total from Methodist Schools outside their respective states .....	41	15
Total from Non-Methodist Schools .....	83	31
Total without college training .....	267	145

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In answer to question 5 on the questionnaire which invited comments, some interesting expressions were received, a few of which are quoted below:

"For the past three summers I have worked on the Duke Foundation in rural North Carolina. My work was in the field of leadership training. Without a single exception I found that those persons who had attended denominational schools had a much broader conception of the work of the Church and of how to go about accomplishing it. Their attitude indicated that they had grown religiously as well as intellectually. In the light of this experience I, therefore, without hesitation, recommend the work of the Church college or university."

"\_\_\_\_\_ (name of Conference college deleted) gives back to the local churches the finest sort of leadership."

"Most of the students that have come out of our church schools are the most active of the members in the Church. They are more ready to co-operate in the up-to-date program."

"It has been my observation through twelve years of active pastoral work that, as a rule, graduates of our Church schools are loyal to the Church and its program and are active in community interest and leadership. Graduates of some other schools, as a rule, are not interested in Church and community life and do very little in helping to build up the community."

Not all of the comments received, however, were as favorable as the

above and it seems but fair to quote the following:

"My observation and experience indicate that the average college man or woman has developed a superiority complex in regard to the small church. It is more difficult to get their co-operation in our Church program than it is to secure that of the average business man or woman who has had nothing but a high school education."

"In my sixteen years as a pastor in the Methodist Episcopal Church, South, I have been often disappointed in the Church activity and loyalty of the alumni and ex-students of our Church schools . . . . For this finding of my own I do *not* place responsibility with our schools and colleges. It is a part of current American freedom (license) and materialism."

"It seems to me that the usual outcome of the Church school is to insure a student against ever taking any active part again in Church work. . . . If you want to lose a young person to the Church send him to a Church college."

"I wish to give a criticism of our Church colleges which I trust is constructive. I have a daughter in her second year at our Conference college and I hope she can finish her bachelor's work there,—our Church schools are not emphasizing Christian education and growth as they should."

"Intimate contact with some of the students in our own Church schools does not lead to the belief that there is a strong, spiritual atmosphere in the Church college. This, of course, could be interpreted as being as much the fault of the student as of the college. Personally, I am disappointed in my expectation of what I think the college

ought to be able to do for the student religiously."

"I do not believe we are accomplishing the desired results in our Church colleges so far as training for Christian leadership is concerned."

An interesting variance of opinion is to be found in the next two comments. Both writers attach much importance to early training, but one writer feels that a prospective student chooses his college on religious grounds while the other seems to imply that economic grounds more often furnish the basis of choice:

"Usually our own people attending Church schools are from homes where early training influences their lives permanently. They would ordinarily be active in Church no matter where they went to college."

"Of the eight state school folks indicated in my report, one although a member, is worth nothing to the program of the Church except for a little pay. He never attends; the other seven are faithful, dependable workers more so than two of the Church school products. This difference, however, in my opinion, is due to family tradition and training more than to school influence. Five of these eight chose State schools for financial reasons and have a family background of piety and faithfulness to the Church. The Church school products who are indifferent to the program of the Church have a family background of indifference. The other four from the Church schools are devoted and faithful workers, so it appears that of the eight of the State school products one is all but a blank. None of the Church school people are quite that bad but one-third of them border uncomfortably near it."

One man, after reporting adverse-

ly on the Church activity of some former Church school students in his congregation, gives a very fair and thoughtful analysis of the situation. He says: "As I see the situation here, I am not inclined to lay all the blame on the school. The parents and the church (local) are not perfect,—they are not without fault. Probably, we pastors have failed too."

By far the greater number of those who commented, however, did so in more or less the following vein:

"Only five students from this congregation have attended Church schools within the past ten years, but they are all active in the Church now. Most of those who have attended other institutions are inactive in Church work."

### Conclusions

1. The above figures and comments might be considered as a challenge to local churches to provide services and programs big enough to interest and enlist the participation of college young people. Persistent failure of a church or a pastor to attract young men and women of college training may be as much a reflection upon the church or the minister as it is upon the young people themselves or their colleges.

2. It should be borne in mind in evaluating the results of this study that the drift of young people away from the Church is not limited to young persons who are in attendance at college. Many young people of college age who never matriculate in an institution of higher learning are nevertheless lost to the Church during college years.

3. Despite the inherent weaknesses of the questionnaire method, the findings of the questionnaire as set forth above are thought to possess more than passing significance. In



the first place, they represent a thoroughly random sampling, being gathered from churches scattered over five states. In the second place, the number of reports received and volume of cases reported upon are sufficiently large to warrant some generalizations. A total of more than 500 different reports were received from pastors and 8,715 individual young people were reported upon.

4. The record of 71% activity in Church work on the part of recent church school products as against 47.8% and 48.9% respectively from other schools is very encouraging. While we must not, for a moment, lose sight of the fact that a record of only 71% efficiency leaves somewhat yet to be desired; nevertheless, we may conclude from the figures above that the Church college is still performing a distinctive function. By this, the closest actual check known to have been made in local churches upon its effectiveness, it is even now doing a relatively outstanding piece of work in training religious leadership in the ranks of the laity.

5. In the figures portraying the college training of the ministers who replied to the questionnaire a decidedly growing trend toward Methodist schools, and more than that, toward Methodist schools within their respective States, is at once apparent. A brief analysis shows that of the total college trained ministers 62% were trained in Methodist schools and of the men who have come out of college within the last ten years 73% were from Methodist colleges. Striking evidence is also seen here to the effect that every State needs its own Methodist college and that the relative popularity and service of such institutions as centers of training for future ministers are increasing. Seventy-two per cent of those pastors who came out of Methodist schools prior to 1924 were from Methodist colleges located within the States in which they are now working; within the last ten years 85% of those trained in Methodist colleges have come from schools in their respective States. In the interest of its future leadership, both lay and clerical, therefore, every Conference should own or participate



AUDITORIUM, LAKE JUNALUSKA

in the support of a strong college. In the light of these findings it cannot afford to neglect this phase of its program of higher education, particularly since the new provision requiring four years of college work for admission to Annual Conferences may be expected to increase very greatly the emphasis placed upon ministerial training.

Unquestionably, the Church school continues to render a distinctive service. May it do so in an increasing degree and may the Church itself, in growing realization of the fact that its best means of acquiring trained leaders is to provide for them the needed agencies of training, dispel all doubts and questionings and with new zeal rally to the support of the Church-related college.

### What One Patron Expects of a College

MRS. BRET B. BRADLEY, in the February 3, 1931, issue of the *Alabama Christian Advocate*, summed up her expectations of the college she expected to patronize in the following rather clear-cut manner:

"I have two boys and one girl. I want to send them to a college where scholarship is combined with character; where beauty and truth walk hand in hand; where athletics is recreational and not vocational, and not confined to a small per cent of the student body; where, if there are fraternities (just as soon they be non-existent), they are true to the meaning of the word and signify only a group of friends, and where every boy can find such a group whether he names it with a Greek letter or not; where the professors are personally interested in the boys and so in love with teaching that they would rather teach for nothing, if possible, than to draw a large salary doing something else."

### Roger Babson Speaks at Southern

AT a recent Founders' Day celebration at Southern College, Lakeland, Fla., one of the principal speakers was the renowned statistician and Christian business leader, Roger W. Babson. His address centered around the thought that Christian education is one of the most fundamental of all the things in which it is possible to invest. "I am absolutely convinced," he said, "that good health and Christian education are the prime investments and that all other investments are secondary."

"A family which saves only a small amount of money is justified in investing all of this in the character, health, and education of the children. Furthermore, this is the investment which nature intended. Bank accounts, stocks, and bonds and even life insurance are artificial investments and should be considered only after giving each of our children a healthy body, a courageous soul, and a sensible education. By a sensible education I mean one founded and provided by Christian people."

A NEW high enrolment, well above 2,800 students, and expanded curricular and extra-curricular activities have made the closing year at Duke University (Durham, N. C.) one of especial significance in the institution's history, according to a bulletin from the president's office.

\* \* \*

DR. O. P. CLARK, pastor of St. Paul's Methodist Episcopal Church, South, Abilene, Tex., has been designated by the Board of Trustees of McMurry College as Acting President of the College. Dr. Clark fills temporarily the vacancy left by the recent death of Dr. J. W. Hunt.

THE DIVISION OF  
*The Wesley Foundation*  
HARVEY C. BROWN

A RELIGIOUS WORK SEMINAR—  
THE CHURCH'S APPROACH TO  
CAMPUS RELIGIOUS LIFE

**C**HANGE! Couched in that one word are meanings which are descriptive of modern life. Within the memory of a few, the pony express has given way to rapid transportation; old ideas have clashed with modern thoughts; changing conceptions of religion have brought on a universal decline of provincialism; changing trends in education have made new aims and procedures necessary all of which must be formulated out of a deep-living philosophy of life. There is a growing popular confidence in the reliability of the Christian Educational approach as the main highway to a right solution of all our problems. All this has come within a single life span.

Workers with students are ringing the changes on such words as change, unrest and uncertainty. Churches, the Christian Associations and the Student Volunteers—these all, both in student membership and in the type of leaders they have attracted, betray a growing impatience with the present organizational approach and express a conviction that Christian values are the pearls of great price and therefore must be sought after with renewed vigor and persistency.

The Division of the Wesley Foundation is attempting to find out what this means in the method and message of the Wesley Foundation Director, of the pastor to the college campus and of the counselor with

college and university men and women.

What are the educational trends of today and how are their influences affecting the Christian worker and his approach to the religious life of students? What are the reactions of college students to certain social religious trends in our modern life? How shall we reinterpret the message of Jesus in terms of our every day campus life? Does the campus meet the religious needs of students? What responsibility should college and university administrators take for the religious development of college students? These and other fundamental questions, which are fraught with significance, will be faced during a Religious Work Seminar at Lake Junaluska, N. C., August 14-28, 1934.

Many educational leaders are of the opinion that the time is right for a restudy of our whole approach to campus religious life. A little reflection will reveal that the significant trend in the changes of emphasis in the field of Christian Education runs not far from parallel to the trend of changes in the general educational field. Therefore, this seems to be a necessary study at this time.

Dr. W. A. Smart, of Emory University, has been secured to lead in this important research and to serve as director of the Seminar. We are planning to provide for Wesley Foundation Workers and pastors in college situations from all sections of our Church. It is the hope of the Division, although as yet nothing definite has been decided upon,



to aid in taking care of the expenses of those who assist in this project, especially those who reside a considerable distance from Lake Juna-luska.

We are also making preparation to ask Conference officers, college teachers, of Bible and Religious Education, other interested faculty members, Directors of Religious Education, selected student leaders and General Board representatives to share in this investigation. Sufficient preliminary work and research will be projected to insure a scientific piece of work. Student opinion is being tabulated from many of our campuses in the South, both tax-supported and Church-related institutions. Faculties, Association Secretaries and student workers are contributing out of their experience, information and certain evaluations that will be invaluable to a study of this kind. In an effort to answer some of the troublesome questions raised by the changes of educational, social and religious emphases in the recent past, and to lay a sound foundation for more detailed study of the principles which govern student workers in formulating campus religious program and organizations, their Seminar proposes:

(1) To assist the leadership of the Church in finding out what are the vital religious needs of college students;

(2) To find out how far the present program of the campus is meeting the needs of students;

(3) To discover how adequately the local church program meets the religious needs of college students;

(4) To assist the Church in developing a program sufficiently inclusive to take care of the distinctive religious needs of college students;

(5) To help leaders in guiding and training students in the business of sharing in the total program of the Church;

(6) To assist the student worker in finding out the vital needs of his own religious life.

After our investigation and study together, we hope we shall be better able to state the broad principles which must govern if the Christian educational process toward which we aim is to be attained.

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### Distinguished Visitors at Hendrix

HENDRIX COLLEGE, Conway, Ark., is peculiarly fortunate in being the recipient of visits from four distinguished guests during 1934. The visits have been arranged as a part of the semi-centennial celebration of the college and the distinguished visitors are:

Dr. Robert A. Millikan, who dedicated the new Hendrix Science Building in 1931 and who on April 16, 1934, made a return visit to the school to lecture on "The New Deal in Physics."

Dr. George F. Zook, United States Commissioner of Education, who is scheduled for an address and some conferences with the Faculty about the middle of May.

Dr. John H. Finley, Editor of the *New York Times*, and noted author, lecturer and educator, who on June 4 will deliver an address at Hendrix on "The Liberal Arts College in America."

Dr. Owen D. Young, best known, perhaps, for his work as a member of the committee of experts on war reparations, who will speak at Hendrix early next Fall.



## Governor Peery Is Emory and Henry Speaker

**M**ARKING the June commencement season and commemorating the 40th anniversary of his graduation from Emory and Henry College (Emory, Va.) in 1894, Governor George C. Peery, Virginia's chief executive, will deliver the commencement address, it is announced by President J. N. Hillman.

Bishop W. N. Ainsworth, in charge of the Georgia, Holston and Cuba Conferences, will deliver the commencement sermon on the Sunday prior to graduating day.

Two classmates of Governor Peery's are also scheduled to appear on the 1934 commencement program, with Judge L. H. Carlock, of Knoxville, Tenn., bringing the message to the literary societies and the alumni association on Monday evening, June 4, and Dr. W. M. Morrell, pastor of the Methodist Church in Pulaski, Va., delivering the Y. M. C. A. sermon on Sunday evening.

## Mrs. Roosevelt on Duke Program

**M**RS. FRANKLIN D. ROOSEVELT will be one of the speakers during the three institutes of religion and social emphasis to be held simultaneously June 11-22 on the campus of Duke University (Durham, N. C.), according to President W. P. Few, who expects these events to bring a record number of ministers and Christian workers from a wide area.

A notable list of preachers, social

leaders and educators has been secured for leaders of the North Carolina Pastors' School, the Duke Institute of International Relations, and the Rural Church Institute, including Dr. F. B. Fisher, Ann Arbor, Mich.; Dr. Clovis Chappell, Birmingham, Ala.; Dr. Malcolm Dana, Yale University; Dr. Henry W. Laughlin, Richmond, Va.; Dr. Bruce Curry, Union Theological Seminary, N. Y.; Dr. Elbert Russell, Duke; Dr. W. F. Quillian, Nashville; Dr. W. L. Poteat, Wake Forest College; Miss Lucy Foreman, Nashville; Prof. J. M. Ormond, Duke University; Leyton Richards, Birmingham, England; Kirby Page, editor of the *World To-morrow*; Dean Justin Miller, Duke School of Law; Grover Clark, authority on the Far East; Dr. J. Fred Rippy, Duke historian; Paul Harris, Jr., of Washington, D. C.; Dudley D. Carroll, University of N. C.; and others.

Mrs. Roosevelt's address before the Duke Institute of International Relations will be a feature of the session, and those attending the other institutes will be privileged to hear her.

Between 500 and 700 persons are expected to attend.

## Dr. Turrentine Resigns Greensboro Presidency

**DR. S. B. TURRENTINE**, president of Greensboro College (Greensboro, N. C.), notified the board of trustees of that institution at a recent semi-annual meeting of the board of his resignation from the presidency following the next scholastic year, 1934-1935. At the close of that

time he will have completed 22 years of service as president of the institution.

Greensboro College has made noteworthy advances under the leadership of Dr. Turrentine, among outstanding achievements during the past two decades being the initiation of the home economics department; enlarging of the science department; standardizing of courses of study in art, spoken English and dramatic art, in Bible and religious education; adding to library and library service and establishing a course in library methods; installing separate infirmary with registered nurse; building Hudson Hall; building Odell Memorial Hall; installing organ; enrolling the institution in the Southern Association of Colleges; establishing teacher training in an affiliated system with the public schools of Greensboro; and developing the placement bureau.

Progressive gains in enrolment and endowment have been achieved under his leadership, and it is expected that under his presidency next year the college will continue its advance along all lines.

The centennial of the founding of Greensboro College will occur in 1938, and plans will soon be under way, Dr. Turrentine announces, for its suitable celebration.

### Duke Summer School to Have Three Terms

FOR THE first time in the history of Duke University, Durham, N. C., the general summer school will have three terms instead of two, it is announced, in order that public school teachers in late closing schools will have an opportunity to attend.

Campus activity will be increased during the summer by the inauguration of this third term, it is be-

lieved. Each of the terms is for six weeks, the dates for the first term being June 8-July 10; the second term, June 29-August 10; and the third term, July 21-August 31.

A staff of 76 professors and instructors retained for the summer school from the regular academic year will be augmented by 29 visiting teachers, 19 of these having taught in former sessions of the summer schools; while 10 are newcomers to Duke's campus.

Other summer curricular activity will be carried on in Lake Junaluska, where the Junaluska Summer School, affiliated with Duke University, will be held. Dr. Paul N. Garber succeeds Dr. Benjamin G. Childs as its director. The dates will be June 8-July 19.

### Central College Closes Distinguished Platform Season

BISHOP JOHN M. MOORE, of Dallas, Texas, will deliver the annual commencement sermon Sunday, June 3, for Central College (Fayette, Mo.), it is announced by Dr. Robert Ruff, president.

The commencement address on Tuesday, June 5, will be given by Chancellor George R. Throop, of Washington University, St. Louis, Mo.; and this address will climax a commencement season featured by many events, among them being the traditional Alumni Day luncheon on Monday, June 4, served by citizens of Fayette.

Commencement activities mark the close of an exceptional year, which has brought to the Central College campus such distinguished visitors as Bishop A. Frank Smith, Dr. Rolla S. Kenaston, Moberly, Mo., Edgar C. Raine, former representative of the government in Alaska; Loreda Taft, nationally known



sculptor; and Dr. Robert A. Millikan, world-famous scientist.

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**Commencement Speakers  
Named at Birmingham-  
Southern**

**B**IRMINGHAM-SOUTHERN College (Birmingham, Ala.) will hold its annual commencement exercises May 27-29, President Guy E. Snaveley announces, with the Rev. Edward McLellan, of British Methodism, delivering the commencement sermon Sunday morning; and President Pierce Cline, of Centenary College (Shreveport, La.), giving the baccalaureate address on the morning of May 29.

The evening sermon before the Y. M. C. A. and the Y. W. C. A. will be delivered by the Rev. R. Bruce McGehee, L.H.D., of Auburn, Ala., an alumnus of 1905.

Dr. McLellan is in this country as fraternal delegate to the Methodist General Conference which convened April 26 in Jackson, Miss., and President Cline will be remembered by former graduates as former professor of history at Birmingham-Southern.

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**Emory and Henry Offers Special  
Courses for Teachers**

**A** DISTINCTIVE service to teachers is being rendered by Emory and Henry College (Emory, Va.) in the offering of special courses for instructors for the last half of the spring quarter now going on, which closes May 31, according to President J. N. Hillman.

These courses are a development of an experiment of last year, when teachers were privileged to select either one of two courses in which to gain a full quarter's credit. This year, through the co-operation of various members of the faculty,

eight courses are being offered, as follows: English, Education, French, Geography, History and Psychology.

In order to permit teachers to earn a full half-quarter's credit in little more than a month, double periods are held, with each student allowed to take one double period course and a half course in another subject.

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Dr. Rembert B. Burgess, president of Textile Industrial Institute (Spartanburg, S. C.), was recently appointed by General Hugh S. Johnson, national recovery administrator, as NRA State Compliance officer for South Carolina. His duties will be to work out plans for co-ordination and adjustment between capital and labor.

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The Wofford Glee Club struck its usual popular note when it embarked upon its annual tour recently, opening its engagement at Columbia College (Columbia, S. C.) with a varied program of ensemble, group and solo numbers. The junior class of Columbia sponsored the initial engagement, and entertained the visitors following the concert.

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Delegates from leading colleges and universities of Georgia attended the Georgia Y.M.-Y.W.C.A. conference held at Wesleyan College (Macon, Ga.), March 23-25. Dr. W. A. Smart of Emory University (Atlanta, Ga.) was the principal speaker on the program, which was planned to show the function, purpose and future of the World's Christian Student Federation. Miss Emma Stephens of Wesleyan was chairman of the state committee in charge of the conference.

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Millsaps College (Jackson, Miss.) was host to the first state senior college debate tournament, held the latter part of March, when participants from six visiting colleges in the state came prepared to affirm or negate whatever proposition was chosen for the unusual event. Professor C. F. Nesbitt is the Millsaps coach. A permanent debating set-up may be the result of this initial debating event, it is believed.

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With students coming from 36 states of the Union and three foreign lands, the 1934 Duke University graduate school is one of the most cosmopolitan in Duke history. Austria, Roumania and the Panama Canal Zone are the three alien lands represented.

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Miss Elizabeth McKinney, daughter of Mr. and Mrs. H. E. McKinney, of Greenwood, S. C., has been chosen Lander College May Queen for the annual celebration which always attracts wide interest and attendance. Miss Annie Reid Chapman has been selected as maid of honor for the event.

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The "Gentle-ladies" girls' basketball team of Centenary College (Shreveport, La.) recently closed their first season, with a record that gives promise of high standing in coming seasons.

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Central College (Fayette, Mo.) is one of the few colleges in the state to have an active chapter of Pi Kappa Delta, national forensic fraternity; and debaters of the school have demonstrated their forensic ability many times, for in the seven provincial tournaments of the fra-

ternity a Central debate team has won the championship six times.

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The 82nd commencement week of Duke University (Durham, N. C.) is calendared for June 3-6, and indications point to one of the most brilliant programs in history. The eventful week is expected to find hundreds of patrons, parents of graduates, alumni and friends on the campus.

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The Lander College (Greenwood, S. C.) "A Capella Choir" has had a full season, giving interesting programs nearly every week-end of the past months. Among flattering invitations was that of the State Federation of Women's Clubs for a group of numbers on the April 27 program in the auditorium of Converse College.

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### Dr. W. M. Alexander

#### Recovering from Severe Illness

DR. W. M. ALEXANDER, efficient and much-loved Head of the Department of Schools and Colleges of the General Board of Christian Education, was taken suddenly and seriously ill with ptomaine poisoning as he sat in his office on April 14. Due to complications his condition became critical during the last days of April and the first days of May. His colleagues and his many friends at General Conference were greatly alarmed about his condition and waited anxiously for the daily bulletins from his bedside.

At this writing, May 11, CHRISTIAN EDUCATION MAGAZINE is glad to record that his condition is much improved and that his attending physician expects to allow him to leave the hospital within the next few days.

# Newsy Odds and Ends

MAUD M. TURPIN

DR. J. C. GUILDS, president of Columbia College (Columbia, S. C.), was a program speaker at the recent meeting of the Newberry County Education Association. His subject was "Unchangeables in Education," and he emphasized as two principles which must be kept alive, the spirit of scholarship and the spirit of idealism.

FIFTEEN members of an advanced class in science at Lander College, (Greenwood, S. C.) attended the South Carolina Academy of Science held at Clemson recently.

THE latest honor roll announced by Dean A. N. Patillo of Randolph-Macon Woman's College (Lynchburg, Va.) includes the names of 85 girls who have achieved special recognition in scholarship.

COMING from every section of Georgia, more than 300 senior high school girls were guests of Wesleyan College (Macon, Ga.) when the annual Dormitory Day was observed April 7, with a program that included every form of campus activity. A high light of the day was the awarding to Miss Eleanor Strickland, of Concord, Ga., of a full scholarship for one year at Wesleyan, which she won in a state-wide historical contest sponsored by college alumnae.

BISHOP A. FRANK SMITH will deliver the commencement address at Southwestern University (George-

town, Texas) on June 5, it is announced by President King Vivion, and will remain at the college for the first week of the pastors' school as platform speaker.

DR. GEORGE S. TARRY, professor in Randolph-Macon College (Ashland, Va.), has been delivering a series of lectures on the "Life and Letters of St. Paul" at the college. These lectures have been widely attended.

EMORY AND HENRY COLLEGE (Emory, Va.) is enjoying a championship year in sports and forensics; for, according to President J. N. Hillman, the college tied other Virginia colleges for both state and conference championships in football; won both state and conference championships in basketball; and won the majority of debates and other literary contests with other schools.

DR. W. F. QUILLIAN will deliver the commencement address at Columbia College (S. C.), June 5, and will preach the commencement sermon for Emory Junior College (Ga.), June 3.

PRESIDENT C. C. SELECMAN of Southern Methodist University (Dallas, Texas) began his 12th year as president of the institution on Tuesday, April 2, having taken office in 1923, when only three permanent buildings were on the campus. Since then eight other buildings have been erected.



MILLSAPS COLLEGE (Jackson, Miss.) has recently issued a bulletin giving reasons for selecting that institution for college work, citing its thorough work and academic standing, its facilities, outstanding faculty, low cost, student activities, and its advantageous location in the capital city of the state.

### Dr. J. W. Hunt Passes

DR. J. W. HUNT, founder and president of McMurry College, died



DR. J. W. HUNT

at his home in Abilene, Tex., on Monday night, March 12. His death brings sorrow to a multitude of people in every section where he was known and loved. He had not been well for several months and his death resulted from a heart involvement followed by a stroke of apoplexy which occurred March 10.

He was fifty-eight years of age at the time of his death. During the years he has borne a heavy burden in a task too great for any man.

Dr. Hunt was one of Southern Methodism's best known ministers and left behind him a record of aggressive and useful service. Born on an Indian Reservation in Indian Territory where his father, a government physician, was stationed, he moved with his family while he was still but a small child to the great and undeveloped Panhandle country of Texas. On the great plains which he always thereafter loved and lauded he grew to manhood as a product of the old West. For seventeen years he served as pastor of various charges in the Northwest Texas Conference. In addition, he was for a time at the head of Stamford College and for the last decade of his life was president of McMurry College.

### College Day Featured in Other Periodicals

THE attention being given by the various periodicals of Southern Methodism to College Day which is scheduled to be observed in the local churches on June 3, or as near thereto as practicable, is indeed gratifying. Without exception, all of the general periodicals of the Church, together with several of the Conference organs, are carrying one or more articles designed to call the services and needs of the Church college to the attention of their readers. Editorial mention of College Day and of the cause of the Christian college is likewise being made in some of the publications.

In the June *Church School Magazine* Rev. J. M. Shockley had an article, "The Church and the Unified Program in the Local Church" and in the same periodical is a worship

program designed for use in the Sunday school on the first Sunday in June by way of lifting up the Church college for special consideration.

In the June *Adult Student* there is carried an article from the pen of Dr. Harvey C. Brown entitled, "My Church and its Colleges." This article is one of a series carried in the June *Adult Student* which will serve as enrichment material in the Adult Assemblies during the summer of 1934.

A symposium by Miss Elizabeth Goddard and Dan Dodson on, "What College Shall I Choose?" is appropriately featured in the June *Epworth Highroad*, and the June *World Outlook* gives space to "The Case of the Church College," by Dr. J. M. Culbreth. An anonymous writer in the June *Methodist Layman* has an appropriate article under the caption "Our Changing Government and Church Colleges."

The *Christian Advocate*, in recognition of the importance of College Day, is designating its issue of June 1 as a special College Day number. This number is scheduled to carry a well chosen cover design appropriate to the theme being featured in the issue and an editorial from the pen of the *Advocate's* able editor. College news of the year assembled and prepared by the Secular Press Bureau and strong college articles from such writers as Dr. Ludd N. Spivey, Dr. Ivan Lee Holt, Rev. H. W. Whitaker and Rev. Wesley Davis also figure in the contents.

It has been suggested that the college officials may find it worth while to circularize the local church leaders in their respective areas calling attention to the above College Day materials, urging their use in appropriate College Day observances and that they might like to supplement

the above with more specific materials about their own institutions.

### Pastors' Schools, 1934

THE final plans for the Pastors' Schools of 1934 are rapidly nearing completion, and May 28 will see the first of these schools swinging their doors open to registrants. The last will close on June 29, but during the month intervening an even dozen schools will be held over a territory extending from Northern Virginia to Central Texas. (See schedule of dates carried in March *CHRISTIAN EDUCATION MAGAZINE*.) Outstanding features on the programs of various schools include addresses by several of the Bishops of our own Church and the use, either as instructors or lecturers, of a number of outstanding men from outside our denomination.

In the Baltimore Conference Pastors' School, for example, Dr. Norman E. Richardson is to offer two courses; in the North Carolina School to be conducted at Duke University, Dr. Bruce Curry is to be an instructor, and Dr. Fred Fisher is to be one of the platform men. The South Carolina Pastors' School students will also have the opportunity of hearing Dr. Fisher. The Missouri School is to have three addresses from Dr. Edward A. Steiner and two from Bishop Robert Nelson Spencer. Oklahoma and S. M. U. have been able to secure the services of Dr. Gaius Glenn Atkins as an instructor in each school, their dates permitting a tandem arrangement in Dr. Atkins' schedule. S. M. U. has also arranged for a series of noon-day lectures by Dr. Arthur E. Holt, Rural Church Specialist of the Methodist Episcopal Church. Dr. C. C. Morrison, in a week's series of addresses, is to be an attraction at the

Southwestern University Pastors' School.

In the Tennessee School an unusual feature will be an advanced course on "Teachings of Jesus for Today." It will be conducted by Dr. Ernest C. Webb, of S. M. U.

Advance indications are that attendance and numbers of credits earned in the 1934 schools will equal or exceed the record of 1933.

### Lambuth College Decennial

R. E. WOMACK

THE close of the present session of Lambuth College will mark the completion of a decade of service given by the institution to the Memphis Conference and to Southern Methodism. Last November the annual conference directed the Board of Christian Education to provide for the proper observance of the decennial throughout the Conference.

Plans were immediately made for holding a series of institutes at convenient places in the Conference for the purpose of acquainting local church leaders with the aims, ideals, and achievements of Lambuth College. Sixteen such meetings were held, from one to three in each presiding elder's district. Pastors, members of local church Boards of Christian Education, church school workers, and other local church leaders were invited to attend. Approximately 800 people, most of them leaders in their congregations, heard the messages regarding their college.

The topics discussed covered such items as: The place of the church-related college in modern life, the services of Lambuth College to the Memphis Conference, the relation of the young people's organization to the college, and the relation of the

local church to the college. The Executive Secretary, the director of young people's work, the President of the College, and all the members of the Conference Board of Christian Education were used as speakers at some time during the period. Music was furnished at each meeting by the college quartet.

Following the institutes Lambuth College Week was observed in local churches. Four-minute speakers presented the cause of Lambuth College at each service. Specially prepared literature was distributed and at the close of the period of cultivation a freewill offering for the college was taken. To date 88 churches have reported contributions amounting to approximately \$2,600.

The money received is probably the least important result of the decennial celebration. Local leaders have been given a better idea of the spirit and functions of their college; considerable interest has been aroused, and on the part of many there is greater confidence in the ultimate outcome of the enterprise.

He who invades life with callous and ignorant disregard of the spiritual is defying the implications of science and flouting the confirmed aspirations and convictions of the human heart. . . . Which is to say that aside from religious interpretations and differences men bearing the mark of higher education should be spiritually sensitive, spiritually humble and searching—in short, spiritually minded.—*From The End of the College Racket, by Ralph C. Hutchinson, in the Christian Century, December 20, 1933.*

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"A study of the aims of these colleges reveals the fact that few express in published documents any clear aim in terms of which their teaching could be so planned as to meet the specific needs of modern youth, confronted with the ethical and religious issues of today. Vagueness and generality characterize these aims when they are offered at all."—*Hugh Hartshorne, Research Associate in Religion, Yale University.*



**Educational Council Executive  
Committee Begins Plans for  
1934 Meeting**

**T**HE College Section of the Educational Council of the Methodist Episcopal Church, South, met in Jackson, Miss., on April 25, in called session for the purpose of drafting a memorial to the General Conference on the vital importance and urgent needs of our Methodist Colleges and for the purpose of considering the advisability of holding the annual meetings of the Educational Council in the summer instead of in December and alternately at Lake Junaluska and Mount Sequoyah instead of in Nashville. Some twenty of the presidents of Methodist Colleges were present at the Jackson meeting and all expressed themselves as being favorable to the proposed changes in time and place of Council meetings.

Five days later the Executive Committee of the Educational Council, made up of the combined Executive Committees of the Local Church and College Sections, met in Jackson to give further consideration to the proposed changes in time and place of meetings and to inaugurate plans for the 1934 meeting of the Council. While the Executive Committee favored the suggested changes, certain needed adjustments loomed as barriers to an immediate transition; hence, plans were laid for a program as usual this year in Nashville and hope was expressed that by the summer of 1935 arrangements may be made whereby the Council may meet in its regular session either at Lake Junaluska or at Mount Sequoyah.

Plans for the meeting this year call for the group to assemble during the second week in December at the Publishing House in Nashville, the first group meetings to be held

on Monday night, December 10, and the program to end with a final general session on Friday morning, December 14. It is thought that the program this year will be exceptionally strong and that it will embody some unusual features. An outside speaker of national distinction in the field of religious thought will be scheduled for a series of addresses, and daily worship services led by an able and carefully selected person will be planned on the theme followed by the guest speaker so that the two series of services may move in harmony and with a cumulative effect. An added feature of the program will be an open session of each of the Sections of the Council, the College Section being given right of way in one period and the Local Church Section in another. To these open sessions all will be invited and it is thought that in these meetings much can be accomplished along the line of more closely relating the work of the two sections and of encouraging a more general understanding of the Church's total program of Christian Education.

It is the hope of the Executive Committee that all college men, Conference Board Officers, and others active in the work of Christian Education will begin planning now to attend the meeting of the Council next December in Nashville and will begin to look toward an even larger meeting in 1935.

**United Brethren Colleges  
Receive Attention**

**T**HAT College Day in various forms and in many denominations is being adapted and employed more and more widely becomes increasingly apparent. These columns in the past have taken note of some of the types of College Day observance found in other denominations,

## Christian Education Magazine

but a recent issue (January 6, 1934) of the *Religious Telescope*, official organ of the United Brethren Church, outlines a projected College Day and Educational Cultivation Period which is different. The plan calls for an opening feature which, Methodistically speaking, is a combination of College Day and Layman's Day and it is to be followed by a three weeks' period of college emphasis. Some excerpts from the article are given below and from them the nature of the observance may be deduced. It is also possible that some of the suggestions for making the college emphasis in local churches may be found of value.

"There is a new movement in the United Brethren Church. It is a movement of the men. Not for many years has there been such wide interest in the work of the men as is now prevalent throughout the Church." . . . .

The special interest for men this year is our colleges. We now have five colleges. The men of the Church on Men's Day are asked to build their program around the theme, "Every Man Supporting Our Colleges."

Men's Day is the beginning of a three weeks' period when emphasis will be given to Christian Education as carried on in our colleges. This three weeks' period of emphasis will include not only Men's Day, but Christian Endeavor Week, and Sunday, and Christian Education Day, February 11.

It is to be hoped that the men of every local church will make great plans for their day and start all our churches on a great program which will culminate in a mighty victory on Education Day.

All our colleges have their specific and outstanding needs. Some of our colleges are greatly in debt. They

lack endowment. Hundreds of students are coming each year to these institutions for Christian training. No greater nor more important challenge could be given to our men than to safeguard and perpetuate the Christian education of our generation. This cannot be done unless we strengthen and undergird our colleges by sending our sons and daughters to college and by giving our money to free these institutions from indebtedness and to build up endowment.

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### SUGGESTED PLANS FOR THE DAY

The men of the Church, co-operating with their pastor, should plan the program so that this day will mark the beginning of a most victorious period of emphasis on Christian Education in our colleges. These plans should, by all means, include arrangements to make the offering which is to be taken on February 11 throughout the Church the largest offering for our Christian colleges that has ever been taken in our denomination.

In addition to this part of the plan, we suggest the following for all local churches. The men of the church, together with the superintendent of the Sunday school, should plan and conduct the worship services of the Sunday school.

Wherever possible, a number of leading men should be enlisted to teach all the adult classes of the Sunday school, putting the emphasis on adult responsibility to our colleges. In some cases it may be desirable to have men teach the young people's classes for that day. This should, of course, be worked out in the Sunday school council to the satisfaction of everybody concerned. It is suggested the pastor plan the morning preaching service around the theme of the day, using as many



men as possible for this service.

Wherever practicable, the men of the church should plan and conduct the program of the Sunday evening service.

Adult Christian Endeavor societies, or other societies made up largely of adults, should build their Christian Endeavor service for January 21 around the theme of the day. The men of the church should be asked to take large responsibility for this program.

Much use should be made of news items appearing weekly in the *Watchword* and the *Telescope*. Here will be found interesting material concerning our colleges.

### Baldwin-Wallace Students Uphold Conscientious Objectors

A petition has been circulated among the students of Baldwin-Wallace College, a school of the Methodist Episcopal Church, Berea, Ohio, commending the action of the several students at Ohio State University, Columbus, Ohio, in refusing to accept the decision of the authorities in regard to compulsory military training. The petition was started by student opinion and will be sent to President G. W. Rightmire of Ohio State University.—*The Christian Student, February, 1934.*

"I have spent eleven full years in colleges and schools in every state, and I am convinced that we are entering the most hopeful, the most thrilling era in all Christianity's history. College students are as potentially and as structurally religious as youth always has been, though they have more ways of going to the devil than we ever had. Timid preachers and teachers of religion, and radical specialists have not been of much help to them."—*Allyn K. Foster.*

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The college or university which fails to foster, maintain, and develop to its

fullest capacity the natural idealism of youth, has failed to fulfill its obligation to develop social leadership. The college or university which fails to incorporate in its curriculum, courses in Philosophy, Ethics and the many interesting courses in what is sometimes called Applied Sociology, has committed a social crime of high order. Fortunately, some colleges and universities have heard the call of social conscience, and already we see perceptible efforts in the social struggle itself.—*M. E. Frampton, in the Presbyterian Banner.*

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I sincerely believe that college is the master key to the liquor situation. Law schools and medical schools are now requiring college work. The teaching profession is recruiting from colleges. So all the professions have their roots in the college. The growing seriousness of the college students of the country is an outstanding and recognized fact. The college student of today demands facts and will be guided by reason. He will respond to an appeal to his intelligence. Give him the facts about alcohol and he will supply the conviction about the way to handle this great problem.—*Dean A. H. Wilde, Boston University.*

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"Education is the indispensable means by which a civilization shapes its ends and works out its path to those ends. . . . We must make our education Christian. . . . The man who is intellectually alive is ever standing in the center of an ever-expanding universe. There must be freedom of research. All advancement in civilization has been arrived at by freedom of research. Observations must be made with absolute honesty. Scientists have won their place by being absolutely loyal to truth. There can be no bonds but truth! A bird is free only when its cage is open. At the same time I know of nothing more illiberal than boastful liberality. We must not confuse liberty with license. . . . Our opinions are nothing more than prejudice until they stand the test, until they become a part of our experience. . . . Knowledge alone is not enough. Our knowledge must have Christ as the teacher supreme, the teacher of our life. You and I are among the world's smiths, who are beating out a new world."—*President Daniel L. Marsh, Boston University.*



## Pointed Paragraphs

"The supreme opportunity, and therefore the supreme responsibility, in modern society for clarifying the Christian philosophy of life and for exemplifying its dynamic today centers upon the campus of the Christian college."—*From "The Church Looks Ahead," by Dr. Albert E. Kirk.*

"Of the 119 colleges first founded east of the Mississippi, 104 were church colleges. This fact explains in part the educationally-minded character of American church people."—*From "Facing Our Day" (Abingdon Press, N. Y.).*

"Therefore, it is in no critical or censorious spirit that I say that a college of liberal arts which has a clear perception of its function and of the means for discharging that function is a rarity in American life."—*From Report I., The Liberal Arts College, by Henry M. Wriston.*

"Unless, however, we set up, as a principle, that the college is devoted wholly to the maturation of personality, the college will renounce its distinctive quality."—*From Report No. I., The Liberal Arts College, by Henry M. Wriston.*

"In every profession and in business, it is indisputable that technical proficiency has run beyond philosophical outlook, ethical impulse, political capacity, and social responsibility. . . ."

"From whatever point of view, therefore, this issue is approached, we can justify the college in concentrating its whole thought and attention upon the present experience of the student as a personality."—*From Report I., The Liberal Arts College, by Henry M. Wriston.*

"Its most important task, he says, is to secure and hold as members of its faculty men of sound scholarship, of winsome personality, of excellent teaching ability, who are genuine in their allegiance to the Christian ideal, men who are interested in the welfare, and especially the moral welfare, of the students, and who seek to send forth graduates who are not only broadly and thoroughly trained, but who are also disciplined, responsible, high-minded aspiring men and women."—*Report II.—The Struggling College, by Robert M. Lester. Taken from the Proceedings of the Educational Ass'n, M. E. Church.*

"The Roman Catholic integration of church and school has probably produced education more satisfactory to that church and support more sufficient for its schools than has the system of any other denomination. To what extent any denomination consistently and actually supports its colleges is a mystery—but such lack of definition cannot well continue."

"Colleges of the same church are so numerous within a given area that church support is measured by thousands instead of scores of thousands of dollars. Trusteeship on some college boards carries with it no implication of knowledge of modern educational methods, organization, finance or needs. If these things be true, can we wonder that church colleges are confused and uncertain as to where they should affix that loyalty which gives meaning to the curriculum and atmosphere at college?"

"A college is no longer a simple organization requiring merely one or two buildings for recitation purposes, a chapel and a dormitory, and a small number of teachers who rely upon textbooks in teaching through a limited curriculum."—*Report II.—The Struggling College, by Robert M. Lester. Taken from the Proceedings of the Educational Ass'n, M. E. Church.*

"Every child is going to need some kind of faith in God if he is to live with himself and other people in this world for the next seventy years or so. What are you going to do about it?"—*(Copyright, 1933, by Bell Syndicate, Inc. Reprinted by special permission of the N. Y. Evening Post in Christian Education Oct. 1933.)*

"Happy is the church which has discovered that money moves trustees, that trustees elect presidents, that presidents select teachers, and that teachers teach students. And happy is the college which enjoys such a relationship, for it implies the right of self-reliance and the exercise of initiative. It guarantees to the college a degree of financial stability and a board of control that is more than a mere body of business directors. It affords the church a means of obtaining specific information concerning college affairs at first hand, and gives assurance that its interests are being guarded through men of its own choice. The effectively church-related college is a member of a partnership. It is not a slave, neither is it a parasite."—*Walter Scott Athearn.*

## Christian Education Magazine

"There are two classes of people, those who leave wills when they die, and those who leave bills. At the funeral of the first class there is sorrow. At the funeral of the second there is panic. When a man leaves money to a college, it proves he is more interested in heads than in headstones. A bequest to a college is the nearest you can come to finding the fountain of youth. It can be founded—but not found!"—*Lander College Bulletin*.

"The church college of the future will recognize itself as a part of the comprehensive program of the church which begins with the educational program of the local churches. It must serve them.

"The church college that gives religion a place in its curriculum as a major academic discipline, that properly integrates the religious vocations with cultural subjects, that provides the territory which it serves with professional and voluntary leadership for its local churches, will find a ready and adequate financial support, and an honorable place in the system of education which will finally be evolved by the nation to guarantee the intelligence, the moral integrity, and the spiritual idealism of its citizens."—*Spiritual Influences of a College*, by Walter Scott Athearn.

"All men are created free and equal to struggle" is the most that can be said.

The writer simply means that more talk should be made about struggle and less about "rights." Struggle makes a people stronger; while "rights" make them weaker.—*"Religion That Wins,"* p. 117.

"Of course there must be spiritual unity in a church, and the churches at a university center must be keenly conscious of university task."—*M. Willard Lampe, Director, Sch. of Relig., U. of Iowa. In Chr. Ed. p. 617.*

From *Future Leadership of the Church*.  
—*Mott*:

The Church of Christ is no exception. Whenever the Church has proved inadequate it has been due to inadequate leadership. (P. 4.)

Therefore, let it be reiterated that the question of securing a sufficient number of well-qualified recruits for the ranks of the Christian ministry is of world-wide interest and concern. (P. 10.)

The distinctive emphasis is placed, therefore, on the need of men of ability rather than upon the need for greater numbers. (P. 11.)

The denominational colleges of the country have yielded by far the largest number and proportion of candidates for the ministry. (P. 111.)